

LEA: \_\_\_\_\_ Interviewee: \_\_\_\_\_

School: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Assigned to: \_\_\_\_\_ Itinerant: \_\_\_\_\_

1	What are the best things about your LEA's special education program?	No right answers

3	<b>Evaluation and Eligibility</b>	• 0
3a	Who are the required members of the evaluation/eligibility team?	1. 33 2. 66 3. 100
3b	Describe 2 ways in which you participate in the evaluation process.	• 0  1. 50 2. 100
3c	Describe 2 ways that you or the team obtain parental input to the evaluation process.	• 0  1. 50 2. 100
3d	How does your Evaluation Team summarize evaluation results?	• 0  1. 100
3e	What is your role in the eligibility determination meeting?	• 0  1. 100
3f	What are 2 factors you must consider when selecting assessments to administer to a student?	• 0  1. 50 2. 100

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3k	What assessment tools and training opportunities have been made available to you so that you can select and use instruments that are technically sound and valid?	• 0
		1. 100

4	<b>IEP</b>	• 0
4a	Who are the required members of the IEP team?	1. 25
		2. 50
		3. 75
		4. 100
4b	Describe 2 of your responsibilities in the IEP process.	• 0
		1. 50
		2. 100
4c	On a scale of 1-5, with 1 being low, how involved are you in the IEP meeting?	No right answer
4d	How do you coordinate/collaborate with other members of the IEP team to implement the IEP?	• 0
		1. 100

5	<b>U-PASS Data</b>	• 0
5a	Discuss 2 considerations when deciding how a student with disabilities will participate in the U-PASS testing program(s). (Unless preschool, K, or over 18)	1. 50
		2. 100

6	<b>Access to the General Curriculum/LRE</b>	• 0
6a	How does the IEP team determine the amount of special education and related services a student needs?	1. 50
		2. 100

6b	How does the IEP team determine placement?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
6c	List 2 ways you and the team ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

7	<b>Paraeducators</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
7a	How are paraeducators trained when working in your program?	
7b	How is supervision provided for paraeducators when they are assigned to your program?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

9	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
9a	How are professional development needs determined in your school or LEA?	

9b	Who are the groups of people included in the training?	<ul style="list-style-type: none"> <li>0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
9c	What professional development opportunities are provided for you in your school or LEA?	No right answer

10	<b>Student Progress</b>	<ul style="list-style-type: none"> <li>0</li> <li>1. 50</li> <li>2. 100</li> </ul>
10a	How often are parents given reports on their child's progress on IEP goals? What does the progress report include?	
	1.	
	2.	
10c	What are 3 things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?	<ul style="list-style-type: none"> <li>0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>

(If related server has student in grades K-8 only, skip questions 12a, 12a1, 12b, and 12f.)

12	<b>Transition</b>	<ul style="list-style-type: none"> <li>0</li> <li>1. 50</li> <li>2. 100</li> </ul>
12a	What are 2 things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?	
12a1	What data and information do you consider during school to post-school transition planning?	<ul style="list-style-type: none"> <li>0</li> <li>1. 100</li> </ul>

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12b	How do you involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?	<ul style="list-style-type: none"> <li>0</li> </ul>
		1. 100
12f	What other agencies might you involve in school to post-school transition planning?	<ul style="list-style-type: none"> <li>0</li> </ul>
		1. 100

[illegible]

14	<b>Procedural Safeguards</b>	<ul style="list-style-type: none"> <li>0</li> </ul>
14	What are 5 of the IDEA Procedural Safeguards or parents' rights?	
a		

15	<b>Rules</b>	<ul style="list-style-type: none"> <li>0</li> </ul>
15 a	What training have you had related to the state special education rules?  	
		1. 100

16	<b>Parent Involvement</b>	• 0
16 a	What are 2 ways that parents are involved in placement decisions?  1.  2.	1. 50 2. 100
16 b	Describe 5 areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.	• 0  1. 20 2. 40 3. 60 4. 80 5. 100

21	What additional resources and/or training is needed to improve the special education program in your school or LEA?	No right answer

Additional Comments: